

Historic, Archive Document

Do not assume content reflects current scientific knowledge, policies, or practices.



aHV1431
.C94


CHILDREN, YOUTH AND FAMILIES AT RISK PROGRAM

CYFAR

CYFAR ANNUAL REPORT

2010

4-H NATIONAL HEADQUARTERS

**Lisa A. Lauxman, Ph.D., Director, Division of Youth and 4-H,
NIFA USDA** 
llauxman@nifa.usda.gov

**Suzanne Le Menestrel, Ph.D., National Program Leader,
Youth Development Research**
slemenestrel@nifa.usda.gov

Jim Kahler, Program Specialist, CYFAR Web and Technology
jkahler@nifa.usda.gov

Eddy Mentzer, 4-H Military Program Manager (former)
ementzer@nifa.usda.gov

Lindsey Jewell, Program Specialist, Youth Development
ljewell@nifa.usda.gov

CYFAR LIAISONS

Janet Edwards
Washington State University
edwardsj@wsu.edu
AK, OR, MT, NV, CA, AZ

Carol Fink*
Kansas State University
cfink@k-state.edu
WA, IN, ND, IA, MO

Steve Goggin
Cornell University
seg12@cornell.edu
WVSU, CT, MA, ME, PA, NCA&T

Janet Kurzynske
University of Kentucky
jkurzyns@uky.edu
NJ, TX, Tuskegee, NM, LA, Rutgers, WA

Marilyn Rasmussen
South Dakota State University
Marilyn.Rasmussen@sdstate.edu
MI, ID, NE, MN, WI, MO, ND

Mark Small
Clemson University
MSMALL@exchange.clemson.edu
NY, WVU, FL, FLA A & M, U of VI, NV

Nayda Torres
University of Florida
nitorres@mail.ifas.ufl.edu
GA, Guam, No. Marianas, HI, AL, A L A & M, IA

Barbara Woods
Iowa State University
bawoods@iastate.edu
KY, IL, RI, SD, TN, KS, IN

**SCP projects assigned to other liaisons
when position changed*



Back cover photos: *(left to right)*

North Carolina—Community gardeners plant their first vegetables of the spring season in a raised bed at the Briggs Avenue Community Garden in Durham.

New Jersey—New Brunswick 4-H members assist with translation for the Middlesex County 4-H Project GIFT event. Project GIFT provides a free day of holiday shopping for limited-resource families.

Minnesota—CYFAR youth from American Indian Magnet School's Big Urban Woods 4-H club identify plants that can be used for basic first aid.

Idaho—Idaho CYFAR Outreach to At-Risk Communities conducts a science activity, Learning about solids and liquids.

A Year of Accomplishments

CYFAR Program Staff

The CYFAR 2010 Annual Report provides an overview of the accomplishments of the Children, Youth, and Families At Risk (CYFAR) Sustainable Community Projects. These CYFAR projects bring to vulnerable populations within communities at risk extension land-grant resources to meet basic needs, build skills and competencies, and create sustainable opportunities.

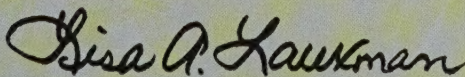
Featured specifically this year within the north central region of the U.S. are eleven unique yet different CYFAR projects. These programs address the real needs of the youth and adults within their communities. The key is active engagement to learning experiences in collaboration with community partners. Focused on building safe and welcoming environments, participants experience that sense of belonging and truly learn to “pay it forward” through their own engaged experiences. Success is measured with and by participants’ responses to outcomes within themselves and within their communities. CYFAR staff members provide the necessary ingredients—skill development and learning experiences—to guide participants to achieve goals. Collaborations undergird the projects and integrate extension’s mission to factor in sustainable community programs that will weather the test of time.

These days we communicate about the competency and capacity building through connections with community sustainability. CYFAR offers most definitely a convergence of lasting value for the communities engaged. The land-grant extension system benefits from CYFAR programs. CYFERnet spreads a wide web of virtual connection of high-quality research-based resources to power and generate change. The CYFAR liaisons provide ongoing technical assistance to institutions’ projects. Staff members and participants in community sites are challenged and engaged in professional development offered by the CYFAR Conference.

The convergence of CYFAR is immense, transformative, yet user-friendly as it reflects sustainable, integrated programs that reflect the mission of the land-grant extension system of extending science to the people. The CYFAR projects resonate with the vibrancy of meeting critical needs of children, youth, and families at risk. Project overviews by state and by year can be viewed at

<http://cyfarreporting.cyfernet.org/public/OverviewsSearch.aspx>

Sincerely,



Lisa A. Lauxman, Ph.D.
Director, Youth Development
National CYFAR Coordinator
4-H National Headquarters, National Institute of Food and Agriculture
U.S. Department of Agriculture



CYFAR Community Program Demographic Data 2010

In 2010, CYFAR awarded eight new Sustainable Community Projects (SCP), which joined 42 continued SCP projects. The SCP projects represent 39 states and territories and supported community programs typically with two sites per project reaching 8,525 youth and 487 adults—a total of 9,012 participants. Of the participants, 5% (396) are pre-K; 40% (3,433) are in grades K to 6; and 22% (1,905) are in grades 7 to 12. Of all participants, 33.7% (2,426) are from rural areas and small towns, 47.2% (6,346) from towns and cities, 8.6% (1,157) from central cities with 10.5% (1,419) from the suburbs.

CYFAR projects involved 686 youth volunteers, 1,120 adult volunteers, and 147 extension staff who in their paid and unpaid roles implement programs in communities. Adult volunteers contributed 20,938 hours. Youth volunteers contributed 27,592 hours to the programs in 2010. The table to the right shows the diversity of youth and adults involved as participants, staff, and volunteers in CYFAR programs.

4-H enrollment among CYFAR participants included 109 4-H clubs with 2,935 members. This is 34% of all CYFAR youth participants.

4-H membership is distributed in grades K to 6 (1,618) and grades 7 to 12 (1,317). A total of 779 volunteers, 292 youth, and 487 adults worked with these 4-H clubs.

CYFAR Budget 2010

Of the \$8.4 million CYFAR budget, 71% provided funding directly to universities for community programs. This included 49 competed projects of which eight were new and 42 were renewals for the Sustainable Community Projects (SCP) in 39 states and territories. The CYFAR share of military 4-H grants accounted for another \$500,000 (6%) that provided support to county 4-H professionals working with military youth programs in all states.

The remaining 19% of the 2010 CYFAR budget provided a wide range of technical assistance and support to CYFAR staff and programs. Seven percent of the CYFAR budget supported CYFERnet Program, Technology, and Evaluation. Professional development including the CYFAR conference, CYFAR orientation, Peer Review Process, Annual Report, and Capacity Building and Research and Evaluation used 8% of the CYFAR budget. Four percent of the budget funded Cooperative Support Agreements with universities for seven CYFAR liaisons who provided technical assistance to all the CYFAR programs.

Alaska

The 4-H ATV Safety, Civic Engagement for Teens project provides important safety messages including proper clothing, equipment, riding gear, and sizing of ATVs to individual riders.

Arizona

These youth are part of CYFAR's SOS Tucson Art Karate program. They are designing a mural for Whole Foods, which will donate food to the SOS project.

Staff and Volunteers by Race/Ethnicity

	Extension Staff (FTEs)	Other Paid CYFAR Project Staff (FTEs)	Youth Volunteers	Adult Volunteers
Total Participants	146.7	98.28	686	1120

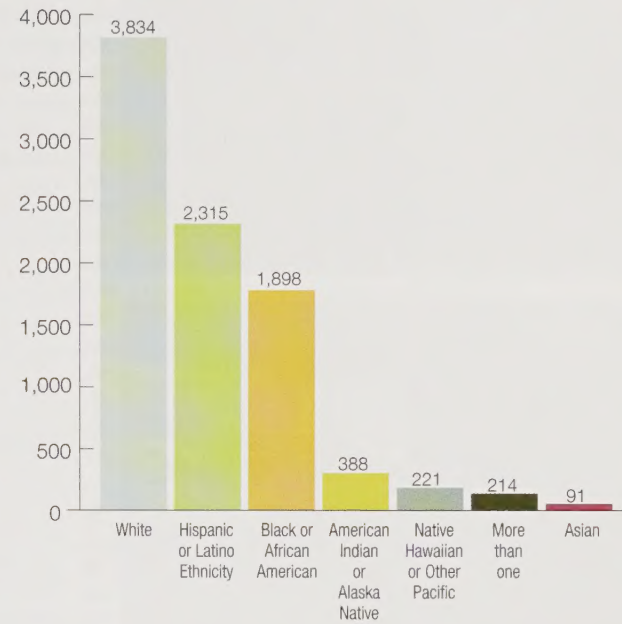
Ethnicity

Hispanic or Latino	16	36	142	126
Not Hispanic or Latino	147	102	249	674

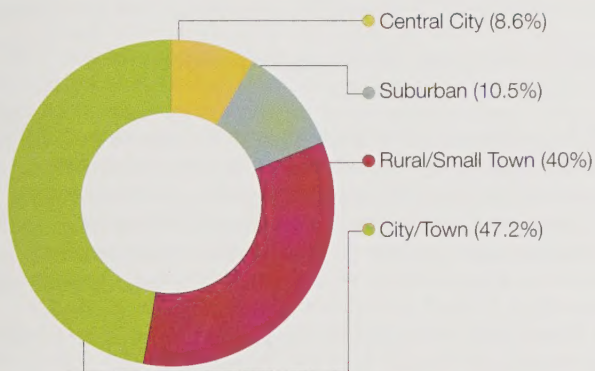
Race

White	119	95	194	685
Black or African American	45	22	139	253
American Indian or Alaska Native	0	7	63	10
Asian	6	4	24	15
Native Hawaiian or Other Pacific Islander	6	10	9	20
Persons indicating more than one race	0	2	14	7
Approximate hours contributed by Adult Volunteers:				20,938
Approximate hours contributed by Youth Volunteers:				27,592

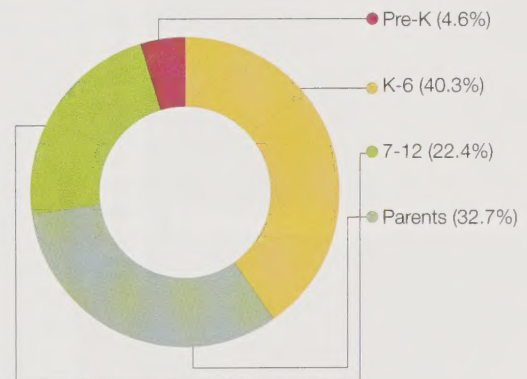
Population Served by Race/Ethnicity



Population Served by Location



Participants by Age



California

The "Yolo United" soccer team is co-sponsored by CYFAR Yolo with the Yolo County Housing Authority to promote community spirit, active lifestyles, and leadership.

Connecticut

Teen facilitators quiz 4-H FANs youth during their weekly meeting on nutrition.



Featured CYFAR Projects: The North Central Region

Illinois

The Illinois CYFAR Project, Partners in Parenting, sought to: (a) promote positive parenting among program participants, and (b) facilitate community collaborations to enhance programming resources for parents in urban and rural sites. Over 800 parents were registered to receive the *Parenting the 1st Year* (monthly) and *Parenting the 2nd–3rd Year* newsletters (bimonthly). After two years, approximately 600 parents continued to receive the newsletters. Ongoing evaluation shows positive impacts on knowledge of child development, parental self-confidence, and using positive parenting strategies. Preliminary analyses after two years show that parents who received the newsletter report using more positive parenting strategies than a comparable group of parents who did not receive the newsletters. Moreover, the project has resulted in establishing new partnerships with agencies (e.g., the Chicago Family Health Center) and strengthened established ones (e.g., the Illinois Department of Human Services and Teen Parent Services in Chicago and Southern Illinois, Head Start, and the Southern Illinois University Family Medicine Center). The number of agencies and organizations represented on community coalitions has grown from 37 to 64. During the past year, sites provided 56 parenting workshops for 800 participants, with community coalitions developing 50 additional programs that were delivered to 685 participants. Despite budget cuts that have reduced extension staff and resources, the coalitions in each site have committed to sustaining efforts initiated by the project.

Indiana

Embarking on new partnerships with two recently created free charter schools, this CYFAR project put experiential learning into practice with students both in the classroom and after school. Focused on middle and high school students, extension staff has partnered with classroom teachers to implement a youth-adult partnership model that connects community organizations and volunteers to the students' project-based learning.

The Fountain Square Academy created an after-school program with the launch of the 4-H "Cool Dogs" Club that is currently focused on 5th- and 6th-grade students. The club has been focused on "hands-on" science and environmental education that began with basic computer skills and the installation of a weather station allowing students to monitor and track weather data. Program expansion has included the introduction of basic robotics as well as digital photography and filmmaking to document everything from games to science experiments.

The Ready . . . SET . . . Discover! Program provided many opportunities for hands-on learning experiences from building robotic machines that follow programmed commands to a hydroponics system to grow vegetables. Each educational unit paired a community volunteer with a classroom teacher and students to provide real-world applied experiences. Community partnerships were formed between Options Charter Alternative High School of Noblesville, Academy of Model Aeronautics, 4-H Volunteers, Archimedes Playground, Hamilton County Master Gardeners, Cardinal Fitness, and Riverview Hospital.

Iowa

Iowa's Strengthening Families Program for Parents and Youth 10–14 (SFP 10–14) is a family-focused program designed to reduce the likelihood for substance abuse and other problems associated with the teen years. Year four (4) retrospect data from parents and youth indicate positive behavior differences being experienced based on participation in SFP 10–14. Examples of youth positive behavior changes included "I use the peer pressure steps when I'm pressured to get into trouble," and "My



Florida

A student plants seeds for Greensboro Elementary Red Clay Garden Project.

Guam

Aspiring teen entrepreneurs from the CYFAR Pacific Sustainable Teen Entrepreneurial Programs learn the fundamentals of the agricultural industry first hand on a field trip to a local farm.

parents and I can sit down together to work on a problem without yelling or getting mad.” Likewise, examples of parent positive behavior changes included “Wait to deal with problems with my child until I have cooled down and follow through with consequences each time he or she breaks a rule.”

The project is conducted in schools in two sites (Waterloo, Iowa and Buena Vista County, Iowa). In both sites, a strong partnership has resulted in access to school resources that enhance the delivery of SFP 10–14. Teachers have trained as facilitators and have been critical to connecting with the target population.

Caucasians, African Americans, and Latinos are involved as participants, facilitators, and observers. This diversity is important in helping all families gain from SFP 10–14. Significant impacts of this project are school, community, and extension partnerships; over \$21,000 committed to programming; and county council commitment of hiring a staff person to work with vulnerable audiences.

Kansas

Empowering Kansas Youth to Improve Their Physical Health targets at-risk middle school youth in Kansas City and Topeka. Using a systems change approach (Choice, Control and Change, Teachers College, Columbia University) that engages youth with science, their personal food systems, and community engagement opportunities, youth will increase their positive personal health decisions with greater autonomy. The communities will work to improve the food environments near the CYFAR SCP sites.

Year 1 was designated for planning. Both SCPs hired project coordinators and identified community planning coalitions to provide for local buy-in, appropriate introduction, monitoring, and sustainability of efforts in Kansas City and Topeka. A curriculum consultant worked with site directors to write supplementary guides for each of the 19 lessons. The supplementary guides expand the experiential component of the identified evidence-based science inquiry curriculum, “Choice, Control, and Change.”

The Food Science Institute and the Department of Human Nutrition at Kansas State University (KSU) have identified faculty liaisons to the project to provide content expertise in food safety and dietary choices. The site coordinators were invited to participate in the first KSU Food Science Camp held in August 2010, to familiarize themselves with this element of the project and its fit into the total initiative of improving dietary choices and teaching science within the food context.

The CYFAR SCP site personnel have participated in professional development from the Kansas 4-H Science Academy Team to increase mastery in using inquiry learning in their experiential teaching methods in food science and youth dietary behaviors.

Michigan

Young people in Muskegon are committed to preventing bullying, as well as supporting those who have been impacted by these issues in their community. For many, their passion for bullying stems from their own experiences of being victims of bullying behaviors. They are members of the 4-H Oakridge Service Learning Club at Oakridge Adult and Alternative Education, and their efforts are part of the Michigan CYFAR effort called PASJ: Partnerships for Activism and Social Justice.

This year the youth raised more than one thousand dollars and helped to sponsor the Bullycide Project, a powerful theatrical experience focused on 10 young people who died by suicide as a result of experiencing bullying. The performance and discussion afterward helped viewers develop awareness and empathy for these issues—and really hit home for Michigan as four of the 10 stories featured focus on Michigan youth. Middle and high school students who attended the performance in Muskegon increased their knowledge around bullying and learned strategies to combat bullying in their schools. Grant support and fund-raising efforts of the club enabled the Bullycide Project to be a free community performance and encouraged communitywide involvement.

The members of the 4-H Oakridge Service Learning Club are now learning how to read children’s books focused on bullying to younger children and to engage them in discussions about the issues. This overall effort provides a powerful example of teens engaging in important community issues and working for positive change and social justice.

Minnesota

The Minnesota CYFAR Sustainable Communities Project is focused on strengthening the ability of middle school –aged youth to set and achieve short and long-term educational goals by using an innovative and organic after-school program model. Our aim is to help youth own their learning by igniting their interest in education and to work with parents and guardians to support them in their role as their child’s first educator. Our project takes place in three community sites: Willmar, Winona, and St. Paul. In 2010, 69 culturally diverse youth participated in the project; annual contact for each youth is 74 hours. Seventy-one parents participated.

Through the project, youth have honed skills in science and technology, personal leadership, and preserving cultural identity by, for example, designing roller coasters and rockets, creating personal websites, and sewing Native American regalia. Youth have created connections to higher education by visiting local college campuses, working directly with college students and faculty, and by publicly presenting their work to their family and community. Parents and guardians support their children by attending quarterly parent sessions.

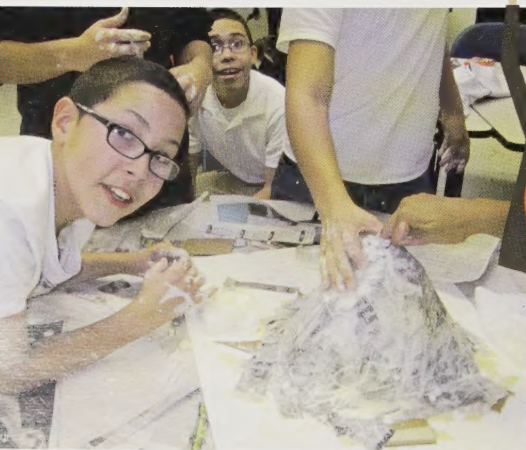
Youth indicate that they see participation in this program as a learning opportunity. Eighty-one percent believe the skills and knowledge they learn help them improve their grades, set educational goals, and will serve them later in life. A 6th-grade female described her learning experience: “You can try new things and make mistakes and just try again. . . . You can express yourself in projects; teachers [program staff] don’t tell you exactly what to do.”

Iowa

A family in the Strengthening Families Program works together on an activity.

Idaho

Youth in Idaho’s Farmway Village site learning woodworking skills.



Missouri

The University of Missouri (MU) Extension 4-H LIFE program began at Potosi Correctional Center in Missouri with CYFAR New Communities Project funding more than a decade ago. The goal was to create a familial atmosphere for youth visiting qualified, incarcerated parents.

The original NCP project has been sustained beyond grant funding. CYFAR SCP funding supported 4-H LIFE expansion in both female state prisons in Missouri as well as high-quality evaluation. At all sites, the 4-H LIFE program allows multiple families to join together during visits to conduct 4-H club meetings, which allow for hands-on activities, one-on-one team mentoring, and higher-quality family interaction.

Recently, the 4-H LIFE Program was selected for inclusion in the National 4-H Council's 4-H National Mentoring program. Through an Office of Juvenile Justice and Delinquency Prevention (OJJDP) grant award, the National 4-H Council is prepared to expand positive youth development and team mentoring opportunities to new 4-H LIFE program participants in Alabama, Louisiana, Maryland, New Hampshire, and the District of Columbia.

Nebraska

The Nebraska Sustainable Communities Project (SCP) was established to strengthen high-risk families through intensive parenting and leadership education in two rural Nebraska counties: Gage and Scottsbluff. During the past year, CYFAR site coordinators in Gage and Scottsbluff counties, along with University of Nebraska-Lincoln extension educators, developed community coalitions to achieve program goals of increasing family self-sufficiency, strengthening positive parenting skills, supporting young people to pursue higher education, and increasing positive youth behaviors. These coalitions developed a strategic four-year plan, planned curriculum, developed and implemented a recruitment strategy, and assisted in creating application materials in English and Spanish. A statewide team created pre-test evaluation instruments and a program evaluation plan. A total of 24 families consisting of 7th- and 8th-grade youth and their parents or caregivers (referred by school administration) were selected to form Cohort 1, which started programming in the fall of 2010. Youth participate in weekly meetings and a mentoring program held during the school day that teaches life skills such as leadership, communication, and goal setting. Once a month youth and their families meet to strengthen family bonds, improve communication skills, and spend time together. To practice skills learned from monthly meetings, families complete at-home activities. Home visits and language and child care accommodations are provided to ensure the program's success and continue engagement of SCP families.

North Dakota

The North Dakota 4-H SET for the Future Sustainable Community Project has offered 4-H science, engineering, and technology enrichment programming for isolated rural North Dakota youth in southwest North Dakota. Mobile technology labs have been outfitted with computers, 10 GPS units, 10 digital cameras, two flip video cameras, one video camera, and one iPad for each site. The community coordinators and program associates were trained with the use of the equipment in the mobile technology labs, Tools of the Trade II, digital photography, filmmaking, GPS, and robotics. The target audience for the enrichment programming is young people in grades 4 through 6. Sessions were held twice a month and were led by program associates and community coordinators.

Long-term outcomes for the project include the following: Youth will demonstrate enhanced knowledge and skills in science, engineering, and technology that will help prepare them for future careers. Youth will consider career goals in science, engineering, and technology. Community professionals and volunteers will demonstrate enhanced knowledge and skills to be able to use mobile technology labs with youth in their communities. The public schools have been very supportive of the

Indiana

Youth in the Academy of Model Aeronautics build model airplanes.

Kentucky

CYFAR youth from Fleming County work with community partners to build a Flower Quilt Block Garden as part of a community beautification and education project.

program, opening their doors both during the school year and summer months. Teachers have volunteered their time and classrooms for the program. The mobile technology labs have been made available to 4-H community clubs and school groups, when not being used by the CYFAR sites.

South Dakota

The South Dakota Sustainability Community Project offers evidence-based programs to middle school youth and their families. The essential core and first accomplishment of this project was the successful establishment of a partnership with the public school district. At each location, this partnership is supported and directed by a community team made up of community leaders/stakeholders and youth members. The team is led by an extension professional in cooperation with a school administrator co-chair to provide programming to youth and their families in the community setting and to youth in the school setting.

Youth and their parents participate in a seven-week program to improve family communication, parenting skills, and youth resistance skills. Strengthening Families Program for Parents and Youth 10–14 is an evidence-based program supported by more than 20 years of research. The following year, seventh-grade students participate in an evidence-based school program, LifeSkills Training. Evaluations have indicated an increase in positive communication between parents and youth, and an increase in positive resistance and life skills among youth participants.

Only in the second year, the SD SCP has begun planning for long-term sustainability by soliciting and receiving outside funding from community businesses and organizations. Nearly 70 individuals have been trained to be program facilitators, ensuring an adequate number of trainers for offering programs for many years in the future. An individual who completed the family-based facilitator training raved that it was the best training, best program that he had ever attended, and he has encouraged others to become program facilitators.

Wisconsin

Wisconsin Sustainable Communities Project (SCP) focuses on Hispanic families in two rural school districts in Racine County and Waushara County. The projects in both counties developed and provide out-of-school educational enrichment and leadership development activities for Hispanic and non-Hispanic youth, focusing on those at academic risk.

In Racine County, educators initiated a partnership to develop a dual-language reading program that connects 15 teen mentors to 15 elementary youth. The 2009–2010 Racine after-school program focused on science, technology, engineering, and math (STEM) and engaged with 75 youth, 37 of whom were Hispanic. In Waushara County, after-school and summer programs for elementary and middle school youth focus on positive youth development including the Youth in Action leadership program, which brings 10 middle school and high school students together to discuss community perceptions, leadership, and involvement.

Wisconsin's project supports Hispanic adults in areas of identified need including mental health, English skills for communicating with their children's teachers and increased social support. For adult participants, the program showed the strongest results in helping them become more comfortable with English language skills and more aware of community resources. In Waushara County, family-centered programming includes monthly family nights, home visits conducted by bilingual CYFAR staff, and twice-weekly conversation classes. A core group of up to 16 adults has actively participated in the conversation classes and family nights for the last two years.

Both SCP sites promote cultural sharing and connections between the Hispanic and majority communities by engaging program participants in planning community activities, including family nights and a community-wide celebration of Mexican Independence Day attended by more than 120 people and supported by 20 local businesses.

Technical Assistance to CYFAR Programs

CYFERnet Program

Project Directors: Janet Kurzynske, Wendy Stivers, and Kerri Ashurst, University of Kentucky

Collaborating Universities:

Iowa State University
University of Idaho
University of Nevada–Reno
Cornell University
North Carolina State University

The CYFERnet Program team and editorial boards provided technical assistance and resources to CYFAR projects and other users through a variety of strategies. A total of 941 new resources were peer reviewed and 757 were posted for an acceptance rate of 80.4 percent. Currently, the database contains more than 7,700 resources. There were nearly 800,000 hits to the web site and more than 63,527 different users in 2010.

A primary area of concentration in 2010 was supporting opportunities to convene electronic forums to bring programming innovators and researchers together to discuss trends and share ideas. As a part of this goal, a CYFAR Virtual Summit was conducted September 14–16, 2010. The focus of the Virtual Summit was competency and capacity building for working with vulnerable populations. More than 900 distinct client IP addresses signed in during the Virtual Summit and nearly 500 people signed in during online chat sessions focused on the topics emphasized during the Virtual Summit. Positive comments on evaluations focused on cost-effectiveness of doing an online summit, expertise of panelists and relevance of presentations, and meeting a need for resources on the topic of evidence-based practice. Virtual Summit resources are archived at www.cyfernet.org/vs2010.

Louisiana

Youth develop communication skills through participation in reading-themed family literacy events such as performances of Reader's Theater presentations of favorite children's books.

Massachusetts

Students at the Springfield North End SCP After School Program build a volcano.



Hot Topics offered timely research-based information on subjects of widespread interest. Two examples related to the national media coverage were: Cyberbullying and Disaster Response. Hot Topics are archived on CYFERnet. See: www.cyfernet.org/pagelist.php?c=1441.

More than 40 webinars, conference workshops, exhibits, and other presentations were offered by the CYFERnet-Program team in partnership with nationally recognized extension professionals. Over 300 people participated in webinars and more than 3,000 people participated in presentations/workshops. Examples of 2010 webinar topics were: Building Family, School and Community Connections for Greater Program Intensity and Managing Stress: Turning Challenges into Choices. Webinars are archived on CYFERnet. See: www.cyfernet.org/pagelist.php?c=1423.

Continued development of collaborations by CYFERnet-Program included:

eXtension: involvement of editors and board members with Communities of Practice, university eXtension institutional teams, review and posting of resources in preparation for the Bullying: What We Know Now webinar, development of an eXtension Moodle on CYFERnet.

4-H Youth Development: Collaborative work with 4-H Afterschool, 4-H Military Liaisons, 4-H National Curriculum Directory, 4-H SET Evaluation Design Team, and 4-H Learning Community Project to partner on shared goals and incorporate these into an overall strategic plan for CYFERnet.

CYFAR 101 Trainings: Through collaborations with CYFERnet Evaluation, CYFERnet Technology, and CYFAR Liaisons, two national CYFAR 101 trainings were held in 2010. More than 70 people attended the trainings. CYFAR 101 training materials are located at: www1.cyfernet.org/models.html.

Core Competencies. Collaborative work continued to develop core competencies for CYFAR faculty and staff in the areas of early childhood, school age, teen, parent/family, and community. A questionnaire was developed on working with vulnerable populations to be disseminated in early 2011. Workshops are being planned that incorporate the core competencies and survey data.

Interagency Working Group on Youth Programs. Collaborative work on CYFAR Virtual Summit, CYFAR conference presentations, CYFAR 101 trainings, and monthly updates on editors' conference calls to discuss ways we can grow collaboration on shared goals for positive, healthy outcomes for youth and effectiveness of youth programs.

Minnesota

CYFAR youth from Wyoming strategically work to absorb oil out of water (remediating the oil spill in the gulf) during a field trip of Ocean Water World Aquarium.

Montana

Eighth-grade youth from Pretty Eagle Catholic Academy collect water-quality data from Rotten Grass Creek.

CYFERnet—Evaluation

Project Directors: Lynne Borden and Christine Bracamonte Wiggs, University of Arizona

Collaborator: Lydia Marek, Virginia Polytechnic Institute and State University

CYFERnet Evaluation continued its work to support evaluation capacity building through the identification, development, and provision of evaluation-related resources and technical support to individuals and programs that serve children, youth, and families. CYFERnet Evaluation continued to offer technical support related to developing effective and measurable logic models to promote performance among newly funded CYFAR SCP grantees.

To increase outreach efforts, foster collaboration, and strengthen evaluation capacity of CYFERnet and CYFAR programs several activities were conducted during this past year including: (1) continuing to maintain/add resources to CYFERnet.org; (2) presenting at two CYFAR 101 grantsmanship conferences, one webinar for prospective grantees, and one webinar for continuation grantees; (3) attending regularly scheduled webinars hosted by the eXtension Community of Practice; (4) hosting two live CYFERnet evaluation webinars that were attended by approximately 55 individuals and available for later viewing, via archive, on the CYFERnet site; (5) attending conferences, as presenters (CYFAR preconference, CYFAR conference, AEA) to increase the visibility and outreach of CYFERnet; and (6) conducting an assessment using a revised version of the Organizational Change Survey to evaluate the capacity of extension to address the needs of children, youth, and families especially during an economic recession and posting the results of this assessment at CYFERnet.org and CYFERnetSEARCH.org.

In addition, CYFERnet Evaluation identified existent assessments in seven construct areas, including leadership development, parenting, workforce preparation, nutrition, physical activity, science, and technology that can be used as common measures to evaluate the aggregate-level impact of CYFAR programs system-wide. Panels of nationally recognized scholars were convened three times to provide in-depth reviews of these assessments so as to identify the most effective tools for building evaluation capacity among programs that serve children, youth, and families. The final instruments were identified for adoption as CYFAR Common Measures and are now available on the CYFERnetSEARCH.org website, integrated as part of the on-line Survey Builder. The CYFAR SCP logic model template was also integrated into the online Logic Model Builder on CYFERnetSEARCH.org, one of the many interactive evaluation resources available on the website. Further efforts to increase the visibility of CYFERnet include presenting sessions at CYFAR 2011 on the process used to identify and use common measures for CYFAR programs as well as how programs can access the CYFAR Common Measures through the CYFERnetSEARCH.org site.

CYFERnet—Technology

Project Director: Trudy Dunham, University of Minnesota

Collaborating Universities:

Iowa State University
University of Nebraska
New Mexico State University
North Carolina State University

CYFERnet Technology works with CYFAR to facilitate the effective integration of technology into CYFAR programs—to facilitate program staff collaboration and learning, as well as program management and the inclusion of technologies as a core component and tool in program delivery. As mobile technologies, social media, and online learning increasingly become an essential part of daily life, it is important that they are also a core component of CYFAR programming.

CYFERnet Technology revamped the CYFAR Professionals Directory, linking it with the eXtension ID to encourage CYFAR programs to become involved and use eXtension as well as CYFERnet. The “land-grant resource” tag was added back to the database to highlight extension and land-grant college and university resources. Website users can now “rate” CYFERnet resources to indicate the quality and utility of a resource. CYFERnet Technology produces and hosts monthly articles that feature CYFAR programs and related resources, recent land grant research on children and families, as well as the popular Mission of Month activities.

Each month in 2010, CYFERnet averaged about 10,000 unique visitors and 60,000 visits. On average, CYFERnet users conducted an average of 86,500 searches using our CYFERnet database each month. The favorite resources continue to be offerings from our Conference Proceedings, as well as the archived CYFERnet webinars, resources that support professional development at the user’s convenience. This year we added a number of the CYFERnet webinars to the national TRAIN website to enhance use of CYFERnet resources by local and state government agencies and organizations.

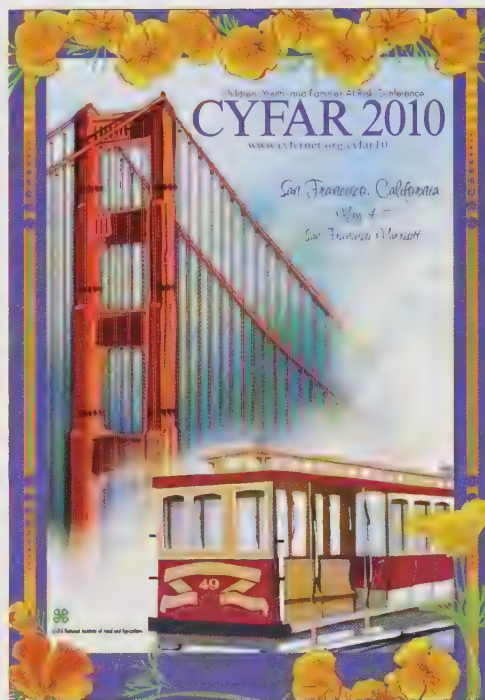
The CYFAR 2010 Conference, with its computer labs, has been a valuable resource for face-to-face training. The Preconference in 2010 provided a wide range of 30- to 60-minute trainings on technology tools that readily fit into any CYFAR Program toolkit, from mobile devices to VoiceThread, to cloud computing to Prezi. CYFERnet featured and trained on appropriate uses of social media and mobile technologies to encourage users to build their skills and increase networking among conference participants. The Learning Arcade at CYFAR 2010 featured exergames and software to enhance the content as well as skill building of programs for children and youth. The CYFERnet Technology team presented or collaborated in the presentation of a number of workshops to train participants in the use of technology for program delivery and staff productivity.

North Carolina

Everyone pitches in to fill the 24 newly built raised bed gardens at the Briggs Avenue Community Garden in Durham.

North Dakota

Students participate in the Fort Berthold Robotics Program.



Children, Youth and Families at Risk Conference 2010

*San Francisco, California
San Francisco Marriott*

Lisa A. Lauxman, Ph.D., director, Division Youth & 4-H and National Children, Youth, and Families At Risk (CYFAR) coordinator, 4-H National Headquarters, USDA NIFA, welcomed nearly 900 people to the 2010 Children, Youth, and Families At Risk Conference in San Francisco, hosted by the University of California. **Sharon Junge**, acting director, Statewide 4-H Youth Development Program and Center for Youth Development University of California, served as conference chair.

Nearly 100 CYFAR volunteers joined with University of California–Davis extension staff, community members, and neighbors of the Daly City Peninsula Partnership for the fifth CYFAR/KaBOOM! Playground Build. This playground provides residents of the Westlake Village Apartment Complex with a safe place for children to play and families to gather. The 4-H Military Partnerships track included a tour to the San Francisco U.S. Coast Guard (USCG) Air Station to discuss the deployment cycle and current USCG operations.

James Garbarino, Ph.D., Loyola University Chicago, presented the opening keynote, “Protecting Adolescents from Bullying, Harassment, and Emotional Violence.” Keynotes were given by Susan P. Limber, Ph.D., Institute on Family and Neighborhood Life, Clemson University, and Rita E. Pierson, Ed.D., aha! Process, Inc. Research presentations were given by Robin L. Jarrett, Ph.D., University of Illinois; Joyce A. Arditti, Virginia Tech; Carol S. Dweck, Ph.D., Stanford University; and Dennis D. Embry, Ph.D., PAXIS Institute.

CYFAR 2010 provided a high-quality professional development experience for youth and family professionals who build and implement effective programs for children, youth, and families. To ensure quality standards, conference proposals were reviewed by the CYFAR 2010 Conference Committee—a group of over 100 university, county, and community staff with expertise in children, youth, and families.

Throughout the United States, CYFAR plans for sustainability and the integration of county-based programs into the ongoing mission and work of Cooperative Extension. Conference topics are research-based, practical, and stimulating. The conference welcomes youth and family professionals from land-grant universities, CYFAR program collaborators, and other organizations, as well as from partners in Army Child and Youth Services, Air Force Services Family Member Programs, the Air Force Family Advocacy Program, Navy Child & Youth Programs, and Marines Children, Youth, and Teen Programs.

See CYFERnet (www.cyfernet.org) for the CYFAR 2010 Conference Proceedings.

Nebraska

To learn about goal setting, a father and son build a sugar cube tower as they set their goal of how many sugar cubes they can stack in a certain amount of time.

Nevada

Bootsnaps crews build fences around eight desert springs critical to the survival of endangered Sage Grouse.

2010 Funded CYFAR Projects

Alaska

Sustainable Community Project for Teens

Peter Stortz

pjstortz@alaska.edu

Alabama

Alabama A&M SCP—Teens Making Impact

Kimberly Burgess-Neloms

burgeki@aces.edu

Pamela Jude

judepam@aces.edu

Nikkya Moore-Coleman

nzm0010@auburn.edu

Tuskegee (AL)

Communities Enhancing Head Start on Healthy Start (HS-HS) by Kindergarten (K)

Eunice Bonsi

ebonsi@tuskegee.edu

Arizona

The Arizona Youth Collaborative: Youth, Family, and Communities

Soyeon Shim

Shim@ag.arizona.edu

Rachel Villarreal

rkv@email.arizona.edu

CYFAR SCP—Strengthening Families

Angela Taylor

artaylor@u.arizona.edu

Rachel Villareal

villreal@email.arizona.edu

California

University of California 4-H Sustainable Community Project

Sharon Junge

skjunge@ucdavis.edu

Connecticut

Connecticut Sustainable Community Project

Umekia Taylor

umekia.taylor@uconn.edu

Ana Gomez, Linda Horn, Margaret Grillo, Sharon Gray

4-H Teen Urban Gardening

Cathleen Love

Cathleen.love@uconn.edu

Florida

Involving Teens in Community Issues

Jerry Culen

GRCulen@mail.ifas.ufl.edu

Rose Barnett

RVBarnett@mail.ifas.ufl.edu

Grandfamily Resilience and Sustainability Program

Kate Fogarty

Kfogarty@ufl.edu

Florida A&M

FAMU—Red Clay Garden Project

Lawrence Carter

lawrence.carter@fam.u.edu

Georgia

Georgia Strong Families/Strong Communities

Sharon M. Speights Gibson

smsgibs@uga.edu

Guam

Pacific Island Communities Building (STEPS) Sustainable Teen Entrepreneur Programs

Gena Rojas

grojas@uguam.uog.edu

Hawaii

Sustainable Communities Project Through Successful Community Partnerships: SCP Through SCP

Carol S. Ikeda

ciked@hawaii.edu

Joan Chong

jchong@hawaii.edu

Rhoda Yoshino

ryoshino@hawaii.edu

Idaho

Idaho Sustainable Community Project

Maureen Toomey

mtoomey@uidaho.edu

4-H Afterschool Outreach to At-Risk Communities

Maureen Toomey

mtoomey@uidaho.edu

Illinois

Partners in Parenting: Couples, Communities, and University

Alvin Zwilling

azwillin@uiuc.edu

Aaron Ebata

ebata@uiuc.edu

Indiana

EUREKA! (Education Underscores Rewards in Economic/Knowledge Attainment)

Renee McKee

rmckee@purdue.edu

Iowa

Iowa Sustainable Communities Project

Barbara Woods

bawoods@iastate.edu

Diana Broshar

dmbro@iastate.edu

John C. (Chuck) Morris

cmorris@iastate.edu

Kansas

Empowering Kansas Youth to Improve Their Physical Health

Gary Gerhard

ggerhard@ksu.edu

Kentucky

Promoting Life Skills in Middle School Youth

Janet Kurzynski

jkurzyns@uky.edu

Kenneth R. Jones

kenrjones@uky.edu

Louisiana

Children, Youth, and Families at Risk—Louisiana Sustainable Community Project

Juanita Johnson

jjohnson@agctr.lsu.edu

Maine

Sustainable Living Teen Volunteers

Catherine Elliott

celliott@umext.maine.edu

Massachusetts

Massachusetts 4-H SET Adventures Sustainable Community Project

Karen J. Barshefsky

karenb@umext.umass.edu

Michigan

Partnerships for Activism and Social Justice: A Community Youth Development Approach to Leadership for Personal and Social Change

Karen L. Pace

pace1@msu.edu

Minnesota

Minnesota Sustainable Community Project

Jennifer Skuza

skuza@umn.edu

Missouri

Living Interactive Family Education—Sustainable Community Project

Jo Britt-Rankin

Britt-Rankin@missouri.edu

Ina Metzger Linville

Linville@missouri.edu

Tammy Gillespie

gillespiet@missouri.edu

Montana

Montana Sustainable Communities Project

Carol Benesh

carol.benesh@montana.edu

New Jersey

New Brunswick 4-H dance club members perform at the annual county 4-H open house.

New Mexico

Students learn how to use the Food Guide Pyramid.



New York

Binghamton Mayor Ryan, U.S. Senator Gillibrand, and teens kick off the CITY Project's summer employment at urban farm site.



Tennessee

The Annual Kids Fair is a great way for parents to learn how to connect with resources in Wilson County and for children to learn about safety, food, and nutrition.



West Virginia

Youth learn skills in the Lives of Kids through digital photography project.

Nebraska

Nebraska CYFAR Sustainable Community Project

Kathleen Lodl

klodl@unlnotes.unl.edu

Nevada

CYFAR Bootstraps

Rodney Davis

davisr@UNCE.unr.edu

Marilyn Smith

smithm@unce.unr.edu

Literacy First

Daniel Weigel

weigeld@unce.unr.edu

New Jersey

Jersey Roots, Global Reach: 4-H Climate Science/Climate Change Educational Program

Ginny Powell

gpowell@aesop.rutgers.edu

Debbi Cole

dcole@aesop.rutgers.edu

New Jersey

Strong Kids, Stronger Communities

Laura Bovitz

Bovitz@njaes.rutgers.edu

New Mexico

Just Be It! Healthy and Fit

Diana S. Del Campo

ddelcamp@nmsu.edu

New York

Community Improvement Through Youth—The CITY Project

June P. Mead

jm62@cornell.edu

Stephen E. Goggin

seg12@cornell.edu

North Carolina A&T

North Carolina A&T State University Sustainable Community Project

Keith Baldwin

kbaldwin@ncat.edu

North Dakota

North Dakota 4-H SET for the Future Sustainable Community Project

Sharon Query

sharon.query@ndsu.edu

Northern Marianas

Positive Reinforcement for Youth Development and Empowerment (P.R.Y.D.E.)

Lawrence Duponcheel

lawrenced@nmcnet.edu

Ross Manglona

rossm@nmcnet.edu

Oregon

Oregon Sustainable Community Project

Beverly B. Hobbs (retired)

beverly.hobbs@oregonstate.edu

Carolyn Ashton

carolyn.ashton@oregonstate.edu

Pennsylvania

Penn State Sustainable Community Project

Daniel F. Perkins

dfrp102@psu.edu

Rhode Island

4-H Pathways for Success in Science and Technology (PSST)

Phyllis Bocage

pbocage@uri.edu

Marilyn Martin

mmartin@uri.edu

Marcia Morreira

marciam@uri.edu

South Dakota

South Dakota State University Sustainable Community Project

Ann Michelle Daniels

daniels.ann@ces.sdstate.edu

Marilyn Rasmussen

rasmussen.marilyn@ces.sdstate.edu

Tennessee

Passport to the Future: Developing Positive Lives for Children from the Time They Are Born Until They Enter Kindergarten

Matt Devereaux

mdevereaux@utk.edu

Texas

4-H Ready, SET, GO! for Education Preparedness

Chris Boleman

choleman@ag.tamu.edu

Virgin Islands

Virgin Islands CYFAR Sustainable Community Program

Lois Sanders

lsander@uvi.edu

Washington

Cultivating Community Strengths Together—CCST

Mary Katherine Deen

mdeen@wsu.edu

Louise Parker

parker@wsu.edu

West Virginia

Strengthening and Expanding West Virginia After-School Programs

Donna Patton

donna.patton@mail.wvu.edu

Richard Fleisher

RLFleisher@mail.wvu.edu

West Virginia State University

Fast Track

Gregg Ferguson McAllister

gmcallister@wvstate.edu

Wisconsin

Wisconsin Sustainable Community Project

Matthew Calvert

matthew.calvert@uwex.edu11

Mary Huser

Mary.huser@uwex.edu



The U.S. Department of Agriculture (USDA) prohibits discrimination in all its programs and activities on the basis of race, color, national origin, gender, religion, age, disability, political beliefs, sexual orientation, and marital or family status. (Not all prohibited bases apply to all programs.) Persons with disabilities who require alternative means for communications of program information (Braille, large print, audiotope, etc.) should contact USDA's TARGET Center at 202-720-2600 (voice) and 1-800-877-8339 (TTY).

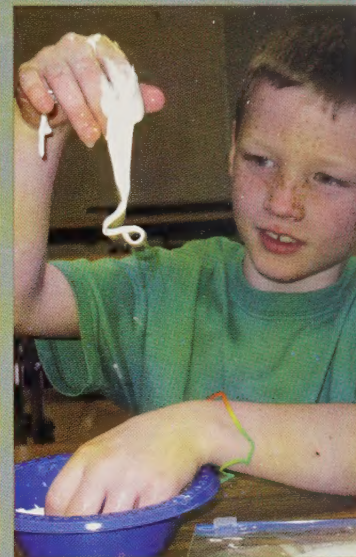
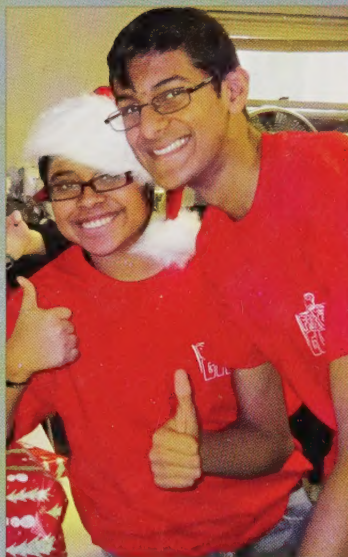
To file a complaint of discrimination, write USDA, Director, office of Civil Rights, Room 326-W, Whitten Building, 14th and Independence Avenue, SW, Washington, DC 20250 or call 202-720-5964 (voice or TTY). USDA is an equal opportunity provider and employer.

Mention or display of a trademark, proprietary product, or firm in text or figures does not constitute an endorsement by the U.S. Department of Agriculture and does not imply approval to the exclusion of other suitable products or firms.

110070 FLP 3M 4/11

CHILDREN, YOUTH AND FAMILIES AT RISK PROGRAM

WWW.NIFA.USDA.GOV/NEA/FAMILY/CYFAR/CYFAR.HTML



United States Department of Agriculture
National Institute of Food and Agriculture